

Alplomb 1
In the train.

4. 11. 16.

My very dear Miss Mason,

If I wait till I get to Bangor to write this, you may have to wait till Monday to read it, so in spite of the jolts & the crowded carriage I will see what I can do to tell for about last night. Miss Kitching will decipher it.

Well, I counted brick bats, but of them bats there must have been 100-150 thousands there & they listened with deep attention & evident sympathy. Mr. Burrell read it in his always does, perfectly. He had cut it down to 20 minutes & this meant smothering all the children's part & a great deal more. I could hear this better because I knew it was all sitting on the table for them to have afterwards. They all claimed them & I have written to headquarters to send no more. They are to study them & ask Miss Kitching any questions. How they really were interested

a many of them touched me very much.
 Mr. Russell took 20 minutes. I about 12.
 Mr. Berry, a physician & a few we were all
 here at it for 1 1/2 hours.

Mr. Wood could not come.

Mr. Stein had telegraphed at the last minute
 Mr. Woodcock who was also on the agenda, did
 not put in his appearance.

I should say that one might report: -

Several feeling interested, deeply interested,
 individuals. Mr. Berry, here.

Mr. Pulliam, present, Mr. Russell, fairly
 neutral but sympathetic. Mr. Dennis
 (chair) antagonistic. Mr. Rogers
 who was at the time the new, critical.
 Lady, Richard Talbot, declining, Mr. Adams
 (wife of Prof. Adams, deeply sympathetic.
 Mr. Allen, Principal of Hamilton High
 School, (but he did not attend the
 meeting, so does not count).

I tried to carry out Mr. Wood's suggestion of

3. Starting discussion? I think I succeeded
 I was so much engaged in thinking how to
 answer that I could not make notes of the
 questions but they ranged much on the subject
 of processing books. (Workshop Committee have done it?)
 How do we teach spelling (see Miss P's paper)
 What about science " " "
 What about arithmetic (already done well in Council school
 nothing recommended)
 Why will not any books do? (see Miss P's paper)
 Why almost not the teachers choose their
 own books or make their own little books?
 Why lose papers for experience testing. quite at liberty to make own T's.
 Why take them as copy work? Not for the teacher
 to do? see Mr Mason's - Mr D's - Mr C's papers.

Then what did you think of the day
 Teaching? Discipline subjects must be taught have already well
 taught in Council schools (Mathematics, Eng. Gram. Drill,
 handwriting etc)
 How did you think every other method
 of teaching? Many methods have much in them that is useful but each one
 teaches a different process of thought - one thing here, another there. What is wanted
 in philosophy of education on terms on which to base it - attention.
 Why should children be made to work

to a thing called. Why not go on with the
 subject as presented? Some discipline is necessary in
 a time table is one way of exercising it.
 see Mr Mason's paper. The child's own time all time is his.
 How can the child be made to have attention
 perhaps you are there only. Could there
 be no intrinsic activity? Better second as forming habit of
 attention. Intrinsic study is examining,
 in the nature of habit of attention formed.
 In between each question or about, can
 we say "more books"

211p5cm006

6 Mr. Barry is quite a clear, not at all
unlike Mr. Gifford in appearance & character,
open minded. He visited the Glasgow Institute.
There are 200 teachers attending the Convention.
There are two kinds of Chamberlands.
How for Clark's book.

I think I wanted you, Mr. Barry, to see
a diagram for Miss Benson & I promised
myself that I would never, never make the
book again. Probably, that book is at the
bottom of it because I suppose that if
people do make too much of themselves
they not only lose their sense of proportion
but are rather blind to the humanistic
side of education. Of course I was
terrified that the world of the 19th century
would like a demand book. As she did
a little more with her. - by books for
50 children cost £10, how much would
cost for 200,000 children cost?
She also asked if I supposed that they
- the very good school in the world.

I could not get time to believe that
much the children have all the subjects
the day, naturally, have special light
they had how we produce their joy in
school.

Mr. Harkness said that he guessed that the
whole thing might be summed up in
"Children are to read their own books
as the teacher is not to interfere."

Mr. Harkness said he could not make any
of Harkness' theory at the first reading.

Lady Edward asked further questions.

Mr. Harkness said nothing that went down
to the children about it & he had
a great deal of talk with me in the evening.
He was really, kindly, friendly & friendly
& seemed to be that we need not really
fear that we were yet more material in
our educational ideals, because there is no
danger. I wondered!

I asked Mr. Harkness, what like Crockett
school, as written to Harkness' method!

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8 Miss Lugao "did not begin to discuss
because she would have had so much to
say & she thought I had been harassed enough.
I do not think I make her quite particularly
I dined & breakfasted with this distinguished
company - had much talk.

Dear I never tried quite so hard to be
stiffly, with the best every day
nature as to the condition of the landscape.

Thank you so much for the lovely message
which awaited me. How I would love to
come & see you & I am not going to pretend
I have any choice in the matter. The strictly
privately "I do not think it very good of
you to suggest such a thing when you must
be storing up strength for the winter. So just
I must look up the journey & see if I could
get over for a day. I must go to Admire
on the 26th so I must be Lugao team. I do
not at all mind skipping a bit of the
upland show. I have just caught light

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A pleasant Sunday - looking very warm.
I am in a carriage with 3 grownups & four
children well & inattentive & impatiently
of good spirits, but very friendly &
well.

Oh how it would be lovely to let you
in. you & to have Mrs. Pofferty & her
lot. I will write on Sunday or Monday
when I have elected the Constable. Thank
you so much for the lovely invitation.
Do you remember the host in the
Society of the Holy?

With love from your family

Edna A. Pofferty

Liberal
Ed. & all
Movement

212 p1 cmc 286

ST JOHN'S,
ILKLEY,
YORKSHIRE.

December 13th
1913

My dearest Mai!
Yesterday. I could not
write, as I spent the day in
Skipton. I went first to Mr.
Foston's school. and he is quite
the right man to start our
work. The building is only two
years old - large - lofty - well
ventilated, and the children
are the happiest and brightest
I have seen for a long time.
I first looked at historical
drawings - full of life - then
at geographical maps made
with cardboard - showing relations

heights of mountain etc. All the neighborhood
round was worked in this manner.
the children on Saturdays - measuring
the ground - and noting position of
trees - houses etc.

A nature observation portfolio was
hanging on the wall - and any
child entered in his own writing.
the day and time she saw a
special bird or snail, or any
habit she observed - also the
first appearance of leaves in the
spring. Each class goes away
for a day during the summer.
the parents studying 1st or 2nd a
week. This year - on standard
went to Ambleside - ^{just} ~~and~~ ^{studied} ~~studied~~.
Roodworth - and the Ancient Mariner.
and visited Dove Cottage.

ST JOHN'S,
ILKLEY,
YORKSHIRE.

Every Autumn - Mr. Joflon
takes 20 of the oldest boys
and goes to London for a day - and
they find the tomb in Westminster
and St Pauli. of the men they know
something about - and see the House
of Parliament - and Buckingham
Palace. A weather chart is filled

daily in each class room.

The girls of six can each say
a different piece of poetry - I
remember - I remember - the garden
of verse etc. and a small boy
of six told the Cinderella classic
in graphic language. The VIth & VIIth
were reading alone - boys & girls
together - they get books out of the
school a free library - and a list -

Rept of the books each child read
 in a year. One girl (12) was finishing
 Kenilworth - a boy in the middle of
 Mearns. Another - Sam's Tale from
 Shakespeare - a girl - As you like it -
 full text. Tom Brown's Schooldays.
 Treasure Island - Catriona and
 many other excellent books were
 being devoured. One girl had got
 an excellent and rather stiff Latin
 book out and was studying the
 habits of animals. Altogether - a
 lively merry and lively children.
 He read the "Perris" to his teacher
 one evening this week. and all
 are anxious to work under you.
 I am sending the £3-3-0 for
 this year for living - as I want

ST JOHN'S,
ILKLEY,
YORKSHIRE.

to help in any way - and know
the West Riding will pay afterward.
But I want Mr Gorton to have
every chance.

Then I went to see Mr Townson.
Very nice man - very anxious
to work under you - but he
only sees details - not a whole.
The children were dead in
comparison - reading Chatterbox
and what Patsy did - etc - at 12
and 13. His hobby is teaching
the children from the beginning
to write - without lines - and
the success is surprising.
He also teaches excellent singing.

Art very good. Confined to pen
pencil drawing - and then copying
pictures in oils - which are framed -
of which he is inordinately proud.
He is so well meaning - and shall
also prepare his scheme - but he
has no grasp of the subject.
But he is so keen - that I will
go over from time to time - and
try to help.

The enclosed came from Miss Ambler.
who is quite determined to start.
and who will also prepare her
scheme under you. I have written
to ask her if she is going to do this
at once - as I want to pay her
fee -

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ST JOHN'S,
ILKLEY,
YORKSHIRE.

Keyley is so well off -
that they can pay their.
Would you like Mr. Joplin to
come over in the holidays - and
discuss the scheme - timetable
and all ? He is too nice to
tire you - and he has the
divine spark within him.

The essay will greatly interest
you - and prove your principles.
May I have it back - as it is
worth keeping. Miss Miford's
literary style is so happily caught.

I am also sending you the
latest attempt of a public school
to help the boys to care for food

literature. It gave me a physical
pain to find that in the ideal
lesson. the poor dupe-dolls are directed
and operated upon. until all
the poet's fancy - and their colour
and loveliness was absolutely lost.

Day of 15 - ought to know the
meaning of a vacant and feminine
mood - lost - ground - etc.

It is written by Roger Haver.
a friend of Dorothy's - so he
will now receive a copy of
the Basis, and his from the
journal - a gladder and a wiser
man - How much to say!

Ever your loving
Linn

December 14th
1913.

Cheque returned.
I think these
Pioneer schools
must not pay.
very
freeing.
Dearest.
has trusted brother
up? then God bless
of him - his Dear - Am.

ST JOHN'S,
ILKLEY,
YORKSHIRE.

My dearest Mai
A visitor came just
as I had finished writing
to you - and I forgot to
put in the cheques.

I scarcely dare think yet
that we are going through
an open door into a wonderful
new world. I feel we
must meet with some
obstacles; But of this I am
certain - that we shall come
into the world, if each

step is taken with eyes fixed
on the horizon. Thoreau said
I believe - No man is happy
who does not see a far
horizon - and his words have
rung in my head since the
Teacher's meeting.

Please know that the above
is addressed only to myself.
Miss Drury would be an ideal
missioner. She understands the
the Teacher's mind.

May I come sometime and
hear lessons given?
Give my love to Miss Kibben
and Miss Drury - How beautifully
friends increase with years!
Love yours Linn

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Copy.

The University,
Leeds.

15th December, 1920.

Dear Sir Dorabji,

Miss Charlotte Mason, the foundress of the Parents' National Educational Union, is a teacher of very remarkable insight with an inspiring personality, great concentration of purpose and literary gift. Though now elderly and delicate, she is the animating force of a widespread and well organised movement, which is centred in Ambleside where she lives.

Her influence has been humanising, and an excellent corrective to tendencies towards mechanical routine in school organisation. She lays great stress on wide reading, and encourages children to read standard books for recreation.

The effects of her teaching have been most widely felt in the private instruction given by women teachers who have small groups of children to teach in the homes of their employers. Miss Mason has raised the standard, and has greatly widened the outlook of many private governesses. She has kindled among parents a new interest in education - especially among the more thoughtful parents of the well-to-do classes. Her "House of Education" has trained many women who teach in private homes.

And now she is applying her idea to many elementary schools, where the results have been liberating, humanising and individualising, especially on the side of literary study -

(including in literature, history, geography, and art).

One may say that she is a powerful enemy of cramming, of learning by rote, and of all kinds of teaching which deprive the pupil of the self-training which comes through independent work.

In the humanistic studies she pleads for the self-activity which is the main principle of Dr. Montessori's doctrine as applied to the sense-training of young children.

You are likely to find, among the teachers whom Miss Mason has trained, many with fine educational ideals, and with successful experience in kindling the interest, and refining the taste, of small groups of children, educated at home and in comfortable circumstances.

The girls who will come to your School at Poona will, many of them, come from homes of a corresponding position and from private tuition.

On this side of the question, I am hopeful that you may come across a candidate with satisfactory qualifications and with the right kind of skill.

What I am less sanguine about is your finding anyone in this quarter who has experience of boarding-school life and who would be able to adapt to Indian conditions the best experience gained in such schools in England.

Furthermore, it would be necessary to find someone who has had experience in organising a school, as distinct from a small class of pupils.

I hope what I have written will be of service to you in your consideration of the matter.

Believe me,

Yours sincerely,

M. E. Sadler.

17th December, 1920.

Dear Sir Michael,

I think Sir Doreji Tata has told you that through my brother he has become interested in the F.V.E.U. and is thinking of having Miss Mason's teaching and one of her students for his new boarding-school? I feel sure that her liberal curriculum, of course somewhat adapted, is the answer to his search for a more humanising education, at least for the upper class Indian girls.

Sir Doreji has shown me your letter, which gives me great pleasure in your wise appreciation of Miss Mason's work. At the end of your letter you naturally comment on the unlikelihood of there being any lady trained by Miss Mason with boarding-school experience or experience of organising a new movement. I say "naturally" because I do not think you have been intimately in touch with the work (except in connection with the elementary schools) of late years. As a matter of fact, the Training College has been in existence for over 30 years and during that time many of the 400 odd students have had this experience. Very few

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go now as governesses in private families; there are not enough to go round. There are about ten ladies who would, I think, be suitable for Sir Dorebj's post. Of these ten none are actually free at the moment, but I have persuaded Miss Mason to release Miss Devonshire who is now Head of the Practising School at Ambleside. Sir Dorebj is to see Miss Devonshire this week-end and I have asked him to arrange for you to do so too - naturally he would think most highly of your opinion, knowing as you do Indian conditions as well as English. I am therefore troubling you with certain details with regard to Miss Devonshire.

She is of extremely good social standing; her brother has a high legal position under Government in Egypt. She has personality; she has had a school of her own and considerable responsibility in Buenos Ayres, where this summer they tried to induce her to start a boarding-house for young men who were alone in the town, to mother them and to help them. This shows you what sort of woman she is. As regards actual teaching, there are many students quite as good or even better, but I feel that with her power she would be a perfect head of such a school.

I very much hope Sir Dorrbbj will be able to decide soon after seeing Miss Devonshire as she will have to resign her present post to take the Indian one and cannot be out of work for long as she is not well off.

Sir Dorrbbj and Lady Tata though they are convinced that a degree may cover a rather wooden and academic person, feel afraid that the absence of letters after Miss Devonshire's name may be detrimental to the success of the school. I cannot help feeling that this will not be so; directly they start on our lines with the twenty or thirty girls they know they can get at once, the delight of the girls in their work would prove to other parents that the school was worth supporting. As you know Ambleside students are in tremendous demand - the Begum of Bhopal at this moment cannot get one for her daughters, who are working in the Parents' Union School without this help. We are asked daily for students to fill big posts in schools and elsewhere. Last year one student was appointed at a salary of £600 a year as Principal of the Borough Road Polytechnic and another, without going through the usual mill, has just got an appointment in one of the Council Schools in Gloucestershire on Miss Mason's certificate.

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I am quoting on a separate paper what Miss Devonshire herself says about the work.

Apologising for the length of this letter,

Believe me,

Yours sincerely,

P.S. I enclose some information as regards Miss Mason's work in private schools, which may interest you.